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ABSTRACT

Coordination of job training delivery strategies by vocational education (VE) agencies and private industry councils/service delivery areas (PICs/SDAs) throughout California in 1993 was reviewed. Among the review's main findings were the following: more than 9 of 10 SDAs have VE representatives on PICs; community colleges are the VE representatives most frequently chosen for PICs; only 36% of SDAs have awarded contracts to VE agencies to foster coordination; 95% of SDAs involve VE representatives in general SDA program planning; VE representatives cite running summer youth programs as a key coordination strategy; and VE representatives consider training contracts and joint program planning the most effective coordination strategies, whereas SDAs consider memorandum-of-understanding arrangements and VE training contracts most effective. SDAs rated the effectiveness of working with the following educational agencies as follows (on a 10-point scale): high schools, 6.7; adult education, 7.3; regional occupational centers/programs, 7.1; community colleges, 7.5; and all VE programs and agencies, 7.0. Both SDAs and VE agencies recommended more coordination between state-level agencies and development of shared information sharing/client referral systems. (Appended is information about 24 regional consortia involving SDAs and VE agencies. Twenty-six tables are included.) (MN)

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# The Coordination of Job Training

## Strategies for the Delivery of Services Between Vocational Education Agencies and Private Industry Councils/SDAs

# The 1993 Biennial Report

as required by
Carl D. Perkins Vocational & Applied Technology Education Act of 1990
(P.L. 101-392)

## The California State Council on Vocational Education
## August, 1993

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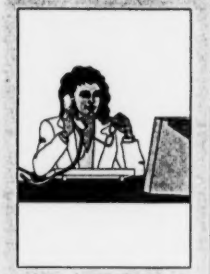

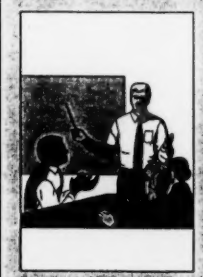

# The Coordination of Job Training

**Strategies for the Delivery of Services Between Vocational Education Agencies and Private Industry Councils/SDAs**

# The 1993 Biennial Report

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## The California State Council on Vocational Education
## August, 1993

Research Counsel:
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## FOREWORD

The Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) 1990 (P.L. 101-392) mandates that each state council shall evaluate at least every two years --

- the extent to which vocational education, employment and training programs in the State represent a consistent, integrated, and coordinated approach to meeting the economic needs of the State,

- the vocational educational program delivery system assisted under this Act, and the job training program delivery system assisted under the Job Training Partnership Act, in terms of such delivery systems' adequacy and effectiveness in achieving the purposes of each of the 2 acts, and

- make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act.

To meet this specific provision, the California State Council on Vocational Education (SCOVE) commissioned the services of The Resource Group, a professional research organization from Riverside, California. A steering committee was appointed by the SCOVE president to direct the project. Our special thanks to The Resource Group for their expertise and outstanding professionalism and leadership in designing, developing, and reporting of the project. Also, special thanks to the members of the steering committee whose knowledge, wisdom, and guidance is reflected in this report. It should be noted that the research and documentation represented in this report from the beginning to the end of the conclusion, and including the appendix of sample consortial efforts, are the work of The Resource Group and the steering committee. The recommendations that are attached are those of the SCOVE.

Coordination of vocational education, job training, and employment is a major issue in California and is being discussed at all levels. It should be emphasized, however, that this report focuses on the coordination between the JTPA and the VATEA and does not attempt to examine the multitude of issues that abound in the 23 vocational education, job training, and employment programs in California.

Keeping the focus of this report in mind, it is refreshing to note that coordination, cooperation, and communication is taking place between and among vocational educators and job training service providers in California at a much higher degree than reported in the 1989 and 1991 SCOVE Biennial Reports. Although there is more to be done in the area of coordination, as this report indicates, it is well to note that the respondents are willing to do what they can when called upon to assist in providing the best possible delivery system for California.

The State Council is pleased to present this report in hopes that it, too, will assist in the development of a vocational education, job training, and employment delivery system second to none.

Richard L. Kelley

**Richard Kelley, President**
California State Council on Vocational Education

# The Coordination of Job Training:
## Strategies for the Delivery of Services Between Vocational Education Agencies and Private Industry Councils/SDAs

## EXECUTIVE SUMMARY

This narrative presents the 1993 SCOVE Biennial Report on the coordination of job training services in California between Carl Perkins Act-funded vocational education agencies and Job Training Partnership Act-funded Private Industry Councils (PICs) and Service Delivery Areas (SDAs). Some 45 of 52 California SDA directors and 28 of 38 sampled vocational education administrators participated in this research initiative. For 1993, the effort focused on the identification of the types and formats of coordination of services between the agencies that operationalize the intent of the two acts and the level and efficacy of that coordination.

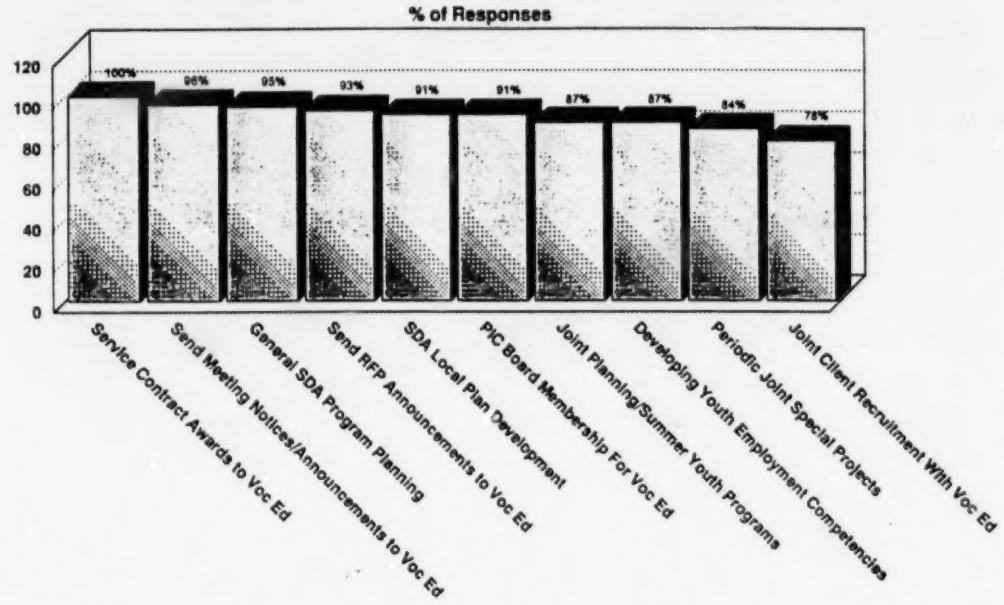
**Results:**

- Over 9-of-10 SDAs have vocational education representatives on Private Industry Councils.
- Community colleges are the vocational education representatives most frequently chosen for Private Industry Councils.
- Only 36% of SDAs report formal policies to involve vocational education agencies.
- 100% of reporting SDAs have awarded contracts to vocational education agencies to foster coordination.
- 96% of SDAs routinely send meeting notices/announcements to local vocational education agencies.
- 95% of SDAs involve vocational education representatives in general SDA program planning.
- Vocational education representatives cite running summer youth programs as a key coordination method.
- Vocational education representatives indicate training contracts and joint program planning are most effective.
- SDAs say memorandum of understanding (MOU) arrangements and vocational education training contracts are most effective.
- SDAs rate working with high schools a 6.7 (out of 10) for effective coordination.
- SDAs rate working with adult education a 7.3 (out of 10) for effective coordination.
- SDAs rate working with regional occupational centers/programs a 7.1 (out of 10) for effective coordination.
- SDAs rate working with community colleges a 7.5 (out of 10) for effective coordination.
- SDAs rate working with all vocational education programs and agencies a 7.0 (out of 10) for effective coordination.
- Vocational educations rate working with SDAs a 6.8 (out of 10) for effective coordination.

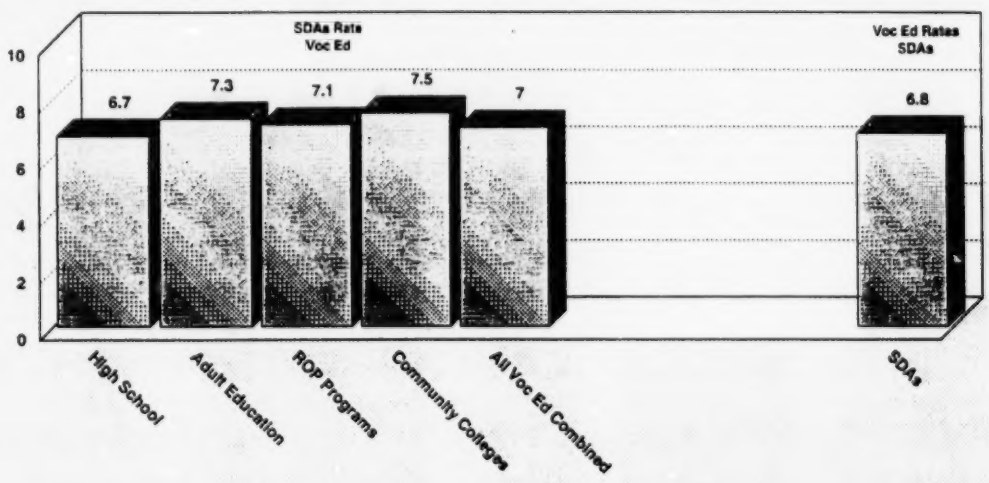
**Conclusions:**

√ There is *substantial reported coordination* between SDAs and vocational education agencies.
√ Both SDAs and vocational education representatives give *high marks to effectiveness* of coordination.
√ *SDAs would like to be included* in more vocational education program planning & review.
√ Both entities argue for more *coordination between state level agencies.*
√ Both entities suggest *common information-sharing/client referral systems.*
√ Both entities note that *legitimate differences of Acts* influence coordination.

## Top 10 Types of Coordination Strategies Utilized By SDAs




## Rating of Coordination Between Job Training Providers




(On A Scale of 1-10, with "10" Representing 100% Effective Coordination)

## RECOMMENDATIONS

The State Council on Vocational Education (SCOVE) developed the following recommendations based on the findings of the report and suggestions by the Coordination Project Task Force. In addition, during discussion of the recommendations at the September 30, 1993 Council meeting, SCOVE members utilized many of the written and verbal comments from representatives of the California Department of Education, Chancellor's Office, California Community Colleges, California Association of Regional Occupational Programs/Centers, State Job Training Coordinating Council, and vocational educators.

Recognizing that this report indicates that coordination efforts at the local level have increased considerably since 1989, these recommendations are offered to various policymakers with the hope that even more effective coordination will occur between Service Delivery Areas and vocational education program providers in the future.

| **For Consideration By:** | | **Recommendation:** |
|---|---|---|
| **Governor** | 1. | Improve coordination by promoting common program policies and the delivery of job training services and programs. |
| | 2. | Encourage comprehensive and specific coordination efforts at the state level between such training related agencies as State Job Training Coordinating Council (SJTCC), State Council on Vocational Education (SCOVE), California Department of Education (CDE), Chancellor's Office of the California Community Colleges (COCCC), and the Employment Development Department (EDD). These efforts should include but not be limited to: information-sharing, on-line client data and referral systems, cross training of staff, development of joint program policy statements, development of joint program assessment approaches, and the development of respective agency state plans that truly are complementary in nature and scope. |
| **Legislature** | 1. | Encourage coordination activities between SJTCC, CDE, COCCC, EDD, and SCOVE as those activities relate to cost sharing, program planning, information sharing, evaluation, and service delivery. |
| | 2. | Improve access to data bases statewide so all job training agencies can access in order to share client information, track participants, and encourage cross referrals. |
| | 3. | To foster more resources being directed at coordination activities, treat such coordination expenses as program-related, not administrative-related. |
| | 4. | Encourage comprehensive and specific coordination efforts at the state level between such training related agencies as State Job Training Coordinating Council (SJTCC), State Council on Vocational Education (SCOVE), California Department of Education (CDE), Chancellor's Office of the California Community Colleges (COCCC), and the Employment Development Department (EDD). These efforts |

should include but not be limited to: information-sharing, on-line client data and referral systems, cross training of staff, development of joint program policy statements, development of joint program assessment approaches, and the development of respective agency state plans that truly are complementary in nature and scope.

5. Support and expand current efforts to develop a comprehensive vocational education, employment, and job training plan for California to include a consolidated Perkins Plan and Governors Coordination & Special Services Plan.

**Agency/ Boards**

1. Improve coordination by promoting common program policies and the delivery of job training services and programs.

2. Encourage vocational education agencies to coordinate their planning and oversight activities with Service Delivery Areas (SDAs).

3. Encourage vocational education agencies to develop and offer more flexible training programs that meet the needs of local Service Delivery Areas (SDAs), such as open entry-open exit programs, performance-based training modules, the addition of job retention and follow-up modules to vocational education training programs, etc.

**Service Providers**

1. Develop local level information-sharing system to promote communication/ referrals.

2. Encourage pooling or sharing training/education resources for better client service.

3. Conduct joint local/regional Labor Market Information studies. Identify emerging technologies and develop vocational education programs to meet these identified needs.

4. Encourage regular, periodic meetings of all job training/vocational education agencies in the service area.

5. Encourage and expand joint staff training sessions between stage agencies and between Service Delivery Area and vocational education staff at the local level.

## Glossary of Terms for the 1993 Biennial Report

| | |
|---|---|
| CDE | California State Department of Education |
| COCCC | Chancellor's Office of the California Community Colleges |
| EDD | Employment Development Department |
| GAIN | Greater Avenues for Independence |
| JTPA | Job Training Partnership Act |
| LMI | Labor Market Information study |
| MOU | Memorandum Of Understanding |
| NASCOVE | National Association of State Councils on Vocational Education |
| PIC | Private Industry Council |
| RFP | Request For Proposals |
| ROC/P | Regional Occupational Center or Program |
| SDA | Service Delivery Area and, as used here, also represents the terms PIC and Private Industry Council, as funded under the JTP Act |
| SCOVE | State Council on Vocational Education and, as used here, generally referring to the *California* State Council on Vocational Education |
| SJTCC | State Job Training Coordinating Council |
| STEP | Summer Training and Employment Program |
| SYETP | Summer Youth Employment and Training Program |
| Task Force | 1993 Coordination Project Task Force |
| TRG | The Resource Group, the external research counsel that assisted in the data collection and production of this report |
| VATEA | Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) |
| Voc Ed | Vocational Education |

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# The Coordination of Job Training:
## Strategies for the Delivery of Services Between Vocational Education Agencies and Private Industry Councils/SDAs

### 1. PURPOSE:

Two major sources of federal funds that help support vocational education and job training programs and services in California are the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (VATEA) and the Job Training Partnership Act (JTPA). Both programs have some similar goals as they relate to the delivery of job training/education programs that result in a productive workforce.

To promote the effective delivery of those programs, each act directs that the planning and provision of the services funded by them be coordinated to the greatest extent possible. For California, that typically translates into a focus on the involvement between SDAs and those institutions/programs funded by Perkins Act resources. (The term SDA signifies Service Delivery Area and, as used here, also represents the terms PIC and Private Industry Council, as funded under the JTP Act).

At the local delivery level these vocational education programs include Regional Occupational Centers/Programs, Adult Education Programs, Community Colleges, and High School vocational education programs. At the state level, there is some attention focused on the planning interaction between state agencies such as the State Job Training Coordinating Council (SJTCC), the California Department of Education (CDE), the Chancellor's Office of the California Community Colleges (COCCC), and the California State Council on Vocational Education (SCOVE).

While each act includes provisions for periodic reporting of the planning and assessment of such coordination among and between these agencies, the California State Council on Vocational Education routinely examines issues related to such coordination and provides a summary report on a biennial basis.

This narrative presents the 1993 Biennial Report.

For 1993, SCOVE chose to focus on the identification of the types and formats of coordination of services between the agencies that operationalize the intent of the two acts. While there is some discussion on the level and efficacy of coordination, a primary feature of the 1993 examination was to learn from SDA and vocational education service providers those coordination consortia, forums, strategies, and activities now in effect that both demonstrate and hold promise for even more effectiveness. Through the identification and delineation of such strategies, future coordination can be enhanced.

## 2. BACKGROUND:

In March, 1993, the State Council on Vocational Education (SCOVE) and the State Job Training Coordinating Council (SJTCC) let a joint request for proposals seeking external research counsel to undertake a "study on the adequacy, effectiveness, and levels of coordination and cooperation of the vocational education programs and job training programs in California." In April, structural and procedural issues resulted in SCOVE continuing as the sole sponsor of the research initiative. The reduction in sponsors and combined resources, in turn, led to a more compact and focused project.

The Resource Group (TRG), a California-based market research firm with considerable experience in undertaking labor market, vocational education, and job training program research, was selected by SCOVE as external research counsel.

SCOVE and TRG established a 1993 Coordination Project Task Force to oversee the final structure, implementation, analysis, and presentation of the research effort. Membership on that committee included:

- Mr. Eladio Amores, Director, Job Training and Economic Development, San Mateo County
- Mr. Sanford Beck, Executive Director, SCOVE
- Ms. Paula Crowther, Assistant Coordinator, Employment and Training Programs, Modesto City Schools
- Mr. Terry L. Green, Dean, Community Education & Resource Development, College of the Desert, Palm Desert
- Mr. Keith Lee, Dir., Jobs & Employment Services, San Bernardino County
- Mr. Robert Pile, Chairperson, Coordination Committee, SCOVE
- Ms. Loretta Walker, Director of ROC/P, Division of Adult and Career Education, Los Angeles Unified School District, Los Angeles
- Ms. Christine Willis, Assistant Director, SCOVE

Committee membership was diverse and a number of the members, in addition to their formal activities, have served on PICs and/or administered PIC training contracts as program operators. During the course of the project, Mr. Amores transitioned from his position as an SDA director and assisted the project as a full time consultant to facilitate responses from SDA directors.

## 3. METHODOLOGY:

Staff of the research firm reviewed the 1989 and 1991 California SCOVE biennial reports and the SCOVE biennial reports of 20 other states. The NASCOVE (National Assn of SCOVEs) suggested assessment instrument was reviewed as was the 1988 Arthur Young assessment of California job training programs. The purpose of these reviews was to identify the sampling and surveying strategies of comparable and previous efforts and to begin the process of refining survey instrumentation.

Three meetings were held with California SCOVE staff to determine the new scope and range of the 1993 biennial report project. Based on those meetings, SCOVE administrators determined that a status report of current coordination efforts and a compilation of effective strategies would constitute the bulk of the 1993 review. SCOVE administration invited SJTCC executive leadership to meet with SCOVE and research counsel before the initiative was launched so that SJTCC could help shape the direction of a project that began with it as a partner. SCOVE's invitation was declined.

Members of the 1993 Coordination Project Task Force were selected to ensure that vocational education and SDA administrators were represented. The committee hosted several long and intensive project development workshops that yielded survey instruments for two populations: SDA directors and vocational education program administrators.

In recognition of the time pressures on most PIC/JTPA administrators, a major effort was directed at trying to develop a user-friendly, minimal-time survey instrument for SDA directors. After several iterations, a final survey instrument was developed that indicated an approximate 10-minute time commitment on the part of the SDA administrator. (As survey instruments were returned by SDA executives, it became clear that the average actual time for filling out and returning the instrument was slightly in excess of 20 minutes).

Each SDA was contacted directly to secure any corrections of director names, titles, and mailing addresses. A survey packet, complete with instructions, the instrument, and a postage paid return envelope, was directed to each of the 52 SDA directors on June 23, 1993. SDA directors were requested to return their completed surveys by July 8, 1993. It was understood that the instrument was being fielded at a very difficult time for many SDA directors, yet the timing requirements were beyond the control of the research firm and the Committee. The timing of the initiative had been determined in March, 1993 when SCOVE and SJTCC first jointly fielded the RFP announcing the initiative.

The packets were mailed to each SDA director under signature of the president of SCOVE, Mr. Richard Kelley. Each SDA office or administrator was contacted by the research team within three days of the survey's fielding. The purpose of the call was to provide any clarification, technical assistance, or personal intervention required

in order to facilitate an SDA's participation. Over 60 follow up calls were initiated and duplicate survey instruments were faxed to 14 requesting SDAs. In a limited number of cases, research team members visited personally with SDA directors to assist them in completing the instrument. On several occasions, duplicates of the survey were hand delivered to a director to ensure that it was received on a timely basis. The deadline was extended to July 20, 1993 to accommodate the response schedules of some SDAs.

**√ 45 SDAs responded with completed survey forms!**

The project set 50% SDA participation as a reasonable goal and one that would ensure the projective utility of gathered data. As a standing tribute to the dedication and care of SDA directors, some 45 SDAs responded with completed instruments! This represents a response rate of 87% -- extraordinary by any standard.

Seven SDAs chose not to participate in the effort. Of those seven, two SDAs wrote letters refusing to participate in any way with what they considered to be a flawed and time-consuming project and, that while they took the time to write of their concerns and carbon copy a list of recipients, they indicated they could not take the time to fill out the survey form in any way. Two other SDA directors indicated they simply did not have the staff nor time to participate in the effort.

The project team and Task Force members believed that the views of SDA directors should be augmented with input from the vocational education agency representatives with whom they work. Securing the views of both SDA directors and vocational agency administrators on the process and level of coordination in a particular service area would lend to a more comprehensive, multi-dimensional view of the coordination issue.

To provide for this input of vocational education administrators, nearly every SDA agency was contacted and asked for the name and contact information of the vocational education representative on their PIC. If the PIC's educational representative was not a vocational education program administrator, then the agency was asked to provide the name of a vocational education program that it worked with or that was a program operator or contract training provider.

In all, 38 names were generated by SDA directors. This pool of vocational education representatives included PIC board members, education committee members, contract service providers, program operator subcontractors, and included administrators or teachers from high schools, community colleges, adult education programs, and regional occupational programs. Much shorter, modified survey forms were developed for this cohort and each was directed a survey packet following the same format and timelines as the SDA mailing.

**√ 28 Vocational Education representatives responded!**

This represents a 74% response rate -- a participation level that ensures the projective utility of this data base as well. This response rate is particularly impressive given that it was fielded at a time when most vocational education representatives were already on summer break and nearly all of them had to be reached at home and contribute their time to its completion. Given the events surrounding the original intent and final sponsorship of the project, and given the difficult timing of the effort, combined with the very busy schedules of SDA directors and vocational education administrators, these extraordinary response rates are commendable and deserve recognition.

## 4. FINDINGS:

While some of the questions on the SDA and vocational education instruments were essentially identical, the structural issues relating to PIC membership, funding levels, and the range of programmatic strategies, were understandably provided only to SDA administrators. They are in the only and best position to have ready access to these data requests. Thus, in this section on findings, some topic areas will only describe the input of SDA directors, some will feature only the views of vocational education administrators, and some will feature the combined views of these cohorts on the same topic area.

### A. Use of Vocational Education Representatives on PICs.

For the purposes of this examination of the utilization of Carl Perkins Act-funded vocational education initiatives, vocational education representatives are comprised of those administrators responsible for (1) ROC/Ps, (2) adult education, or (3) high school vocational education programs, and (4) vocational education programs at the community college level. These four categories of Perkins Act-funded vocational education providers constitute the universe of interest for this review of the use of vocational education program providers by SDAs. Thus, while SDAs are to be commended for their use of university and other educational agency representatives on their PIC boards, the focus here was the identification of vocational education representatives.

**Table 1**
**Typical Utilization of Vocational Education Representatives on PIC Boards**

| | |
|---|---|
| 17 - 22 | Typical membership size of a PIC Board |
| 1 - 2 | Number of voc ed representatives on typical board |
| 10% | Represent ROC/P programs |
| 9% | Represent Adult Ed programs |
| 24% | Represent High Schools |
| 44% | Represent Community Colleges |
| 13% | Represent other Voc Ed Reps (e.g., combined, multi-program reps, district reps, etc.) |

Δ ***Overall, SDAs ensure that vocational education administrators are represented on PIC boards and use this pool of individuals to represent the majority of "education sector" PIC members.***

Nearly all SDAs have at least one educational representative on their PIC board. Nearly all of these education sector representatives are vocational education program administrators. Nearly 44% of the time, the reps are from community colleges and one-in-four represent high schools.

## B. Types and Frequency of Coordination.

Task Force input and a review of 20 biennial reports generated an inventory listing 22 types of coordination activities. Two open-ended lines were included for any other types of activities not listed. SDA administrators were asked to identify which strategies/activities they utilized to involve vocational education representatives as well as the utilization frequency of that particular strategy or activity.

**Table 2**
**Types of Strategies and Activities Utilized by SDAs to Involve Vocational Education Programs and Agencies In Program Coordination**

| % Reporting Using Or Have Used Strategy: | Strategy Used By An SDA to Involve Voc Ed Agencies: |
|---|---|
| 100% | Have awarded service contracts to voc ed agencies |
| 96% | Send meeting notices/announcements to voc ed agencies |
| 95% | General SDA program planning |
| 93% | Send RFP announcements to voc ed agencies routinely |
| 91% | SDA local plan development |
| 91% | PIC board membership for voc ed representative |
| 87% | Joint planning/summer youth programs |
| 87% | Developing youth employment competencies |
| 84% | Periodic joint special projects |
| 78% | Joint client recruitment with voc ed agencies |
| 76% | Voc Ed agencies are utilized by PIC program operators |
| 73% | Local training site coordination |
| 73% | Ad Hoc committee membership |
| 69% | Sharing of some facilities |
| 64% | Cooperative agreements (MOUs) |
| 62% | Regional collaboration via committees |
| 62% | Sharing some faculty and teachers |
| 60% | Joint labor market information studies |
| 58% | Joint program marketing |
| 56% | Joint program assessments |
| 51% | Joint data base sharing |
| 44% | Joint brochures/newsletters/advertising |

Table 2 indicates that SDAs have used and continue to use a variety of activities and strategies in an effort to promote coordination of service delivery with vocational education agencies. The data indicate that nearly all reporting SDAs use many strategies and do not rely on only one or two activities to stimulate coordination.

The Table 3 series further examines the top ten cited coordination strategies by featuring the frequency of use SDA administrators report for that activity. Each director was asked to identify not only the strategy used but to indicate how often that strategy was used by the SDA. Administrators were asked to describe the frequency of such utilization using a scale of 1 to 5, with "5" representing very frequent use and "1" representing rarely used.

**Table 3.1**
**Frequency of Utilization by SDA of Following Coordination Strategy: Awarded Service Contracts to Voc Ed Agencies**

| Value Label | Frequency | Percent |
|---|---|---|
| Sometimes | 3 | 6.7 |
| Average | 14 | 31.1 |
| Frequently | 10 | 22.2 |
| Very Frequently | 18 | 40.0 |
| Do Not Use/Did Not Indicate | 0 | 0.0 |
| Total | 45 | 100.0 |

**Table 3.2**
**Frequency of Utilization by SDA of Following Coordination Strategy: Send Meeting Notices/Announcements to Voc Ed Agencies**

| Value Label | Frequency | Percent |
|---|---|---|
| Sometimes | 1 | 2.2 |
| Average | 8 | 17.8 |
| Frequently | 9 | 20.0 |
| Very Frequently | 25 | 55.6 |
| Do Not Use/Did Not Indicate | 2 | 4.4 |
| Total | 45 | 100.0 |

**Table 3.3**
**Frequency of Utilization by SDA of Following Coordination Strategy: General SDA Program Planning**

| Value Label | Frequency | Percent |
|---|---|---|
| Rarely | 2 | 4.4 |
| Sometimes | 3 | 6.7 |
| Average | 22 | 48.9 |
| Frequently | 5 | 11.1 |
| Very Frequently | 11 | 24.4 |
| Do Not Use/Did Not Indicate | 2 | 4.4 |
| Total | 45 | 100.0 |

**Table 3.4**
**Frequency of Utilization by SDA of Following Coordination Strategy: Send RFP Announcements to Voc Ed Agencies Routinely**

| Value Label | Frequency | Percent |
|---|---|---|
| Average | 8 | 17.8 |
| Frequently | 5 | 11.1 |
| Very Frequently | 29 | 64.4 |
| Do Not Use/Did Not Indicate | 3 | 6.7 |
| Total | 45 | 100.0 |

**Table 3.5**
**Frequency of Utilization by SDA of Following Coordination Strategy: SDA Local Plan Development**

| Value Label | Frequency | Percent |
|---|---|---|
| Rarely | 1 | 2.2 |
| Sometimes | 4 | 8.9 |
| Average | 20 | 44.4 |
| Frequently | 8 | 17.8 |
| Very Frequently | 8 | 17.8 |
| Do Not Use/Did Not Indicate | 4 | 8.9 |
| Total | 45 | 100.0 |

**Table 3.6**
**Frequency of Utilization by SDA of Following Coordination Strategy: PIC Board Membership for Voc Ed Representative**

| Value Label | Frequency | Percent |
|---|---|---|
| Sometimes | 1 | 2.2 |
| Average | 16 | 35.6 |
| Frequently | 5 | 11.1 |
| Very Frequently | 19 | 42.2 |
| Do Not Use/Did Not Indicate | 4 | 8.9 |
| Total | 45 | 100.0 |

**Table 3.7**
**Frequency of Utilization by SDA of Following Coordination Strategy: Joint Planning for Summer Youth Programs**

| Value Label | Frequency | Percent |
|---|---|---|
| Sometimes | 2 | 4.4 |
| Average | 12 | 26.7 |
| Frequently | 9 | 20.0 |
| Very Frequently | 16 | 35.6 |
| Do Not Use/Did Not Indicate | 6 | 13.3 |
| Total | 45 | 100.0 |

**Table 3.8**
**Frequency of Utilization by SDA of Following Coordination Strategy: Developing Youth Employment Competencies**

| Value Label | Frequency | Percent |
|---|---|---|
| Rarely | 1 | 2.2 |
| Sometimes | 4 | 8.9 |
| Average | 17 | 37.8 |
| Frequently | 6 | 13.3 |
| Very Frequently | 11 | 24.4 |
| Do Not Use/Did Not Indicate | 6 | 13.3 |
| Total | 45 | 100.0 |

**Table 3.9**
**Frequency of Utilization by SDA of Following Coordination Strategy: Periodic Joint Special Projects**

| Value Label | Frequency | Percent |
|---|---|---|
| Rarely | 1 | 2.2 |
| Sometimes | 5 | 11.1 |
| Average | 15 | 33.3 |
| Frequently | 12 | 26.7 |
| Very Frequently | 5 | 11.1 |
| Do Not Use/Did Not Indicate | 7 | 15.6 |
| Total | 45 | 100.0 |

**Table 3.10**
**Frequency of Utilization by SDA of Following Coordination Strategy: Joint Client Recruitment with Voc Ed Agencies**

| Value Label | Frequency | Percent |
|---|---|---|
| Rarely | 3 | 6.7 |
| Sometimes | 2 | 4.4 |
| Average | 16 | 35.6 |
| Frequently | 7 | 15.6 |
| Very Frequently | 7 | 15.6 |
| Do Not Use/Did Not Indicate | 10 | 22.2 |
| Total | 45 | 100.0 |

As demonstrated, some strategies and coordination activities are relied on more heavily than others. According to SDA administrators, those strategies used very frequently to promote coordination between the SDA and vocational education agencies are:

- √ Awarding service contracts to voc ed agency service providers
- √ Sending meeting notices and announcements to voc ed agencies
- √ Having voc ed representatives participate in SDA program planning
- √ Sending RFP announcements to voc ed agencies routinely
- √ Having voc ed representatives assist in SDA local plan development
- √ Having voc ed agency representatives serve on PIC boards

Δ ***Overall, SDAs utilize a variety of strategies to involve vocational education agencies in the planning and delivery of job training services at the local level. Overwhelmingly, SDAs do not rely on just one or two strategies. Instead, they report a demonstrated willingness to try any number of concurrent coordination strategies with their vocational education counterparts.***

SDA administrators are to be commended for their creativity in identifying potential vehicles for coordination and in their resolve to test as many such strategies as administratively prudent.

Interestingly, directors were asked to note if their SDA has a formal policy requiring regional or area coordination with local vocational education agencies (among others). While nearly all SDAs included vocational education representatives on their PIC boards, only 16 of 45 SDAs (or 36%) indicate they have such a formal policy. Some 22 SDAs (or 49%) state they do not have a formal policy requiring coordination with vocational education agencies -- although the majority of these SDAs indicate they do include vocational education agency representatives on their PIC boards. Six SDAs did not provide a response to this item.

## C. Interacting with SDAs: The Vocational Education Perspective.

Vocational education representatives were asked to describe the ways in which they "work or coordinate services" with their local PIC/job training agency. Table 4 identifies the most frequently mentioned activities by vocational education agency representatives.

**Table 4**
**SDA Coordination Activities Cited By Vocational Education Respondents: Most Frequently Mentioned Activities**

- Participating in summer youth training programs
- Awarded service contracts (training, remediation, competencies)
- Sitting on PIC board
- Developing training programs
- Providing customized training programs for JTP clients
- Individual client referrals
- Providing support services for GAIN clients
- Receiving 8% grant funds
- Facilitating interaction with other education providers
- Submission of joint funding proposals for various projects
- Supply teachers for PIC subcontractors
- Joint client intake
- Providing client assessment services
- Assisting in creation of local plan

The open-ended responses of vocational education representatives parallel those indicated by SDA administrators. Nearly every responding vocational education official cited at least two examples of coordination activities and at least one-half cited three or more examples.

Δ ***Overall, responding vocational education representatives indicate their involvement with SDAs to coordinated job training services is varied, comprehensive, and effective.***

D. Coordination Strategies Considered Most Effective.

Both SDA directors and vocational education agency administrators were separately asked to identify up to two "PIC/Voc Ed agency coordination strategies" they consider to be most effective. Table 5 highlights those coordination strategies indicated by SDA administrators to be particularly effective.

**Table 5**
**Coordination Strategies Considered Particularly Effective:**
**From the Perspective of SDA Directors**

- MOU arrangements and special projects
- Contracting with voc ed agencies for client training
- Joint program planning
- Sharing facilities and instructors
- Using voc ed agencies for youth programs (SYETP, STEP)
- Having voc ed representatives serve on PIC boards
- Conducting regular joint meetings between agencies
- Developing information sharing/client referral systems
- Undertaking joint training
- Joint program and labor market assessments

**Table 6**
**Coordination Strategies Considered Particularly Effective:**
**From the Perspective of Vocational Education Administrators**

- Being awarded contracts for service delivery and training
- Joint planning and program delivery
- Operating youth programs (SYETP and STEP)
- Serving on PIC boards
- Participating in regular joint meetings between agencies
- Sharing facilities and instructors

Table 6 presents those coordination strategies indicated by vocational education agency administrators to be particularly effective.

There is some correlation between these open-ended responses and those presented in Table 2. Considered most effective by SDA and vocational ed administrators are such strategies as MOU arrangements, PIC board membership, awarding voc ed agencies contracts to operate summer youth programs, and conducting regular joint meetings between agencies for information sharing. To the prudent administrator, these strategies, if appropriate to local circumstances, should be considered for implementation as part of the matrix of coordination activities at the local level.

## E. Coordination Strategies Not Considered Particularly Effective.

SDA administrators were asked to identify those strategies, if any, they had attempted and found to be not particularly effective. Impressively, only five of 45 responding SDAs indicated that any of the strategies they had attempted should be dismissed as not effective. Most indicated that there were "no" strategies from among those they had tried that they would advise their SDA administrator colleagues to not undertake. The five administrators suggesting some ineffective strategies identified eight items. They are presented in Table 7.

**Table 7**
**Strategies Considered Not Satisfactory or Ineffective**

- Using school campus sites that have limited access hours
- 30% of 8% program coordination
- 50% of 8% program coordination
- Joint LMI studies
- Joint program sharing
- One unsuccessful assessment contract 5 years ago
- Cooperative agreements
- Joint marketing

*Note: Only 5 SDA respondents considered any strategies to not be satisfactory. Thus, overwhelmingly, most activities are considered usable by SDA directors.*

The data therefore suggest that SDA administrators consider all identified activities and coordination strategies as viable and worthy of consideration for adoption at the local level by all SDA coordinators.

## F. Rating the Level of Coordination.

SDA directors were requested to "rate the coordination that exists between your SDA" and each vocational education provider separately (e.g., high schools, adult education programs, ROP programs, community colleges). They were then asked to rate the level of effective coordination for all vocational education combined. They were given a scale from 1 - 10 with 10 representing "100% effective coordination." Similarly, vocational education representatives were asked to "rate the coordination that exists between you and the PIC" using the same 1 - 10 scale.

Table 8 features the perspectives of SDA directors. Overall, they rate the level of effective coordination with all vocational education agencies combined to be 7.0 with "10.0" representing a perfect score of 100% effective coordination.

**Table 8**
**How SDAs Rate The Coordination Existing With Voc Ed Agencies**
**(On a Scale of 1 - 10, with "10" Representing 100% Effective Coordination)**

| Rating: | Vocational Education Entity: |
|---|---|
| 6.7 | High School or high school district |
| 7.3 | Adult Education programs |
| 7.1 | ROP programs |
| 7.5 | Community Colleges |
| 7.0 | *All Vocational Education Combined* |

As indicated, SDA directors believe the most effective coordination occurs when they are working with community colleges and regional occupational centers and programs. Some 11 of 45 SDA respondents gave working with high schools a rating of 9 or 10 on the effectiveness scale. Sixteen of 45 gave adult education programs a 9 or 10 on the scale. Fifteen of 45 gave working with ROP programs a 9 or 10 on the scale. Eighteen of 45 gave working with community colleges a 9 or 10 on the scale. And, 8 of 45 gave the combined vocational education population a 9 or 10 on the coordination effectiveness scale. In perspective, all agencies were scored by SDA administrators in the upper range of effective coordination.

Table 9 identifies the coordination perspectives of vocational education program administrators. Overall, they rate the level of effective coordination existing between them and PICs to be 6.8 with "10.0" representing 100% effective coordination. Some 12 of 28 vocational education respondents gave working with PICs/SDAs a 9 or 10 on the coordination effectiveness scale.

**Table 9**
**How Voc Ed Rates The Coordination Existing With PICs/SDAs**
**(On a Scale of 1 - 10, with "10" Representing 100% Effective Coordination)**

| Rating: | Item: |
|---|---|
| 6.8 | Level of Coordination with PICs/SDAs |

In comparison, SDA directors rate coordination with all vocational education agencies combined at 7.0 and vocational education administrators rate that same coordination exchange with PICs/SDAs at 6.8. The closeness of these two separate, independent ratings is remarkable.

Δ *Overall, SDA directors and vocational education administrators rate the level of coordination between them to be positive and effective.*

## G. Strategies to Improve Coordination: At The State Level.

Both SDA and vocational education respondents were asked to suggest "one policy, program, or strategy you would recommend at the state level between SJTCC and Voc Ed coordinating/administrative agencies to improve coordination at the state and local level." The vast majority of both SDA (37 of 45) and vocational education respondents (21 of 28) provided at least one recommendation. Table 10.1 presents the ideas and recommendations most cited by SDA directors.

**Table 10.1**
**STATE LEVEL Strategies to Improve Coordination:**
**Most Frequently Cited Recommendations by SDA Directors**

- Minimize turf issues and improve coordination by combining oversight groups at the state level to promote common program policies and the delivery of job training services and programs.
- Allow for much more local control of funding, program design, and criteria.
- Implement federal and/or state mandates that require vocational education agencies to coordinate their services with SDAs and appoint SDA staff to their committees and oversight groups.
- Mandate, via legislation if necessary, coordination activities between SJTCC, CDE, COCCC, EDD, and SCOVE as those activities relate to funding, program planning, information sharing, evaluation, and service delivery.
- Require periodic (quarterly or annually) mandated meetings between SJTCC and local vocational education (e.g. ROPs) agencies and SDA staff to discuss mutual problems and program opportunities.
- Create a statewide data base that all job training agencies can access in order to share client information, track participants, and encourage cross referrals.
- Establish mandated joint staff training sessions between state agencies and between SDA and vocational education staff at the local level.

As indicated, SDA directors responding to this item indicate that consolidating or more formally integrating/coordinating the myriad of involved agencies and working aggressively to stop the turf battles/issues are important strategies to implement in order to improve coordination among agencies at the state level.

Table 10.2 provides the perspective of vocational education administrators and highlights their recommendations for improved state level coordination.

**Table 10.2**
**STATE LEVEL Strategies to Improve Coordination:**
**Most Frequently Cited Recommendations by Voc Ed Administrators**

- Mandate improved communication and information exchange between SCOVE, SJTCC and educational agencies such as CDE and COCCC.
- Combine state-level funds or programs to generate more educational opportunities via less duplication.
- State agencies need to create more collaborative programs and funding.
- Effectively address the issue of different program bureaucracies with different program goals.
- Develop a statewide approval process for community colleges and other agencies wanting to participate in the JTP bid process.
- Develop a statewide policy requiring SDAs to link services with local public educational agencies before referring clients to private training agencies.
- Develop an information-sharing system that allows for an exchange of information between service providers at each level.

Vocational education administrators are clear in their recommendations to foster better coordination at the state level. They suggest more collaborative programs and a reduction in "conflicting bureaucracies" as two important strategies that state agencies such as SJTCC, SCOVE, CDE, and the Chancellor's Office of the California Community Colleges should consider.

Combined, both SDA and vocational education administrators recommend similar strategies, namely combining or consolidating training agencies and resources and developing mandated information-sharing and client referral systems.

## H. Strategies to Improve Coordination: Local Level PIC/SDA Focused.

SDA directors were asked to identify one or more strategies their own PIC/JTPA administrative structure should consider in order to improve coordination between them and area vocational education agencies. Similarly, vocational education administrators were provided the opportunity to recommend one strategy their local PIC/JTPA agency should consider in order to improve coordination.

Some 18 out of 45 directors (or 40%) either suggested that no recommendations were needed in this area or did not offer recommendations on this item. As noted in Table 11.1, of the 60% of SDA directors who offered at least one recommendation, among the most frequently mentioned strategies local PIC/SDAs could adopt to improve local coordination were: developing information sharing systems to foster better cross communication; pooling and sharing some job training/voc ed resources for easier access by and better servicing of clients; and regular, periodic meetings of all providers and agencies in the service area.

**Table 11.1**
**LOCAL LEVEL PIC/SDA Strategies to Improve Coordination: Most Frequently Cited Recommendations by SDA Directors**

- Develop information-sharing system to promote communication/referrals.
- Consider pooling or sharing training/ed resources for better client servicing.
- Joint LMI studies and the development of voc ed training programs.
- Regular, periodic meetings of all providers/agencies in the service area.
- Require PIC/SDA representation on vocational ed advisory committees.
- Require PIC/SDA representation on Tech Prep and ROP programs.
- Provide joint in-service training of SDA and voc ed staff.
- Utilize more voc ed input in program planning.
- Reduce externally imposed federal and state requirements; less policies.
- Require PIC/SDA involvement in creation of local Perkins plans.

The PIC/SDA strategies recommended by vocational education administrators are featured in Table 11.2.

**Table 11.2**
**LOCAL LEVEL PIC/SDA Strategies to Improve Coordination: Most Frequently Cited Recommendations by Voc Ed Administrators**

- Regular, periodic meetings of all providers/agencies in the service area.
- Develop information-sharing system to promote communication/referrals.
- Develop and fund more joint recruitment initiatives.
- Automatic PIC board membership for community college/LEA reps.
- Periodic meetings for purposes of program alignments and mutual revisions.
- Have SDA staff meet with voc ed case managers to address paperwork flow.

Seven of 28 responding voc ed administrators (or 25%) indicated no improvements were needed or they had no recommendations. As highlighted, some of the most cited coordination strategies for PIC/SDA agencies to consider were requiring cross representation of SDA and voc ed agency representatives on each other's standing and advisory committees, establishing formal information sharing/client referral data systems, and holding periodic, frequent joint information exchange meetings.

## I. Strategies to Improve Coordination: Local Level Voc Ed Focused.

SDA directors were asked to identify one or more strategies that local vocational education agencies should consider in order to improve coordination between those agencies and SDAs. Similarly, vocational education administrators were provided the opportunity to recommend one strategy their own agencies should consider in order to improve coordination.

Some 13 out of 45 directors (or 29%) did not offer recommendations on this item or suggested that none were needed. As noted in Table 12.1, of the 71% of SDA directors who did offer at least one recommendation, among the most frequently mentioned strategies local vocational education providers could adopt to improve local coordination between them and SDAs were relying on SDA expertise to help voc ed agencies revise their training programs and competencies, provide and offer training programs featuring open entry/open exist, and work to update the curricula and vocational training programs now offered so that they are more consistent with contemporary labor market demands.

**Table 12.1**
**LOCAL LEVEL VOC ED Strategies to Improve Coordination:**
**Most Frequently Cited Recommendations by SDA Directors**

- Use SDA expertise to update voc ed training programs and competencies.
- Provide open entry/open exit training programs for JTP referrals.
- Better integrate job-specific basic skills in vocational education curricula.
- Require voc ed agencies to involve SDAs in program development.
- Offer contemporary training programs that fit JTP training requirements.
- Share training, planning, information resources.
- Redirect and leverage voc ed funds expended on JTP clients.
- Require voc ed agencies to form a consortium as a contact point with SDAs.
- Reduce externally imposed federal and state requirements; less policies.

The voc ed strategies recommended by vocational education administrators are featured in Table 12.2.

When focusing on their own internal operations and policies, the 24 vocational education representatives responding to this item indicate there are indeed several strategies they can pursue to improve coordination between their efforts and those of SDAs as they relate to coordinated job training services and delivery. Among the strategies and recommendations most frequently mentioned by vocational education administrators are such coordination strategies as mandated coordination of 8% funds to avoid program or administrative duplication; assigning staff to interface and be a liaison with the SDA in behalf of all area vocational education institutions; and, engage in more joint program planning.

**Table 12.2**
**LOCAL LEVEL VOC ED Strategies to Improve Coordination:**
**Most Frequently Cited Recommendations by Voc Ed Administrators**

- Mandate coordination of 8% funds with LEAs to avoid program duplication.
- Hire/designate a person to interface with SDA in behalf of all voc ed agencies.
- Jointly plan programs and course offerings.
- Hire/designate a person to write and seek JTP and related grants/funding.
- Rely more heavily on other educational institutions for client recruitment.
- Address funding disparity between credit and non-credit ADA for JTP clients.
- Develop better information campaigns to inform SDAs of voc ed programs.

Both SDA directors and vocational education representatives concur on several crucial recommendations; namely better information sharing and programs that make each agency aware of the other's policies, potential, and requirements.

## I. Perceived Barriers to Full and Effective Coordination.

SDA directors and vocational education program/agency representatives were asked: "What do you consider to be the greatest barriers to full and effective coordination between SDA job training programs and local vocational education programs/agencies."

**Table 13.1**
**Barriers to Full and Effective Coordination:**
**Most Frequently Cited Items by SDA Directors**

- Different and competing federal program regulations between two Acts.
- Bureaucratic and philosophical differences between both programs.
- Differing laws, time frames, and reporting mechanisms between Acts.
- Different goals: education versus job placement.
- Different planning cycles, funding cycles, and funding contract language.
- Turf and territorial issues.
- Dysfunctional state agency partnerships and lack of coordination.
- Insufficient resources, overly stretched staff, not enough time.
- "Obsession" with coordination has led to too much emphasis and regs.
- Voc ed agencies are not required/mandated to coordinate as are SDAs.
- Lack of understanding by voc ed agencies of JTP outcome requirements.
- Competition for funds, the procurement process, and loss of 50% of 8%.

Some 37 of 45 SDA directors (or 82%) listed at least one barrier. According to these job training agency directors, and as noted in Table 13.1, the most frequently cited barriers to effective coordination were different program regs; different planning cycles and funding cycles, and different outcome goals between the agencies.

**Table 13.2**
**Barriers to Full and Effective Coordination:**
**Most Frequently Cited Items by Voc Ed Administrators**

- Insufficient resources, overly stretched staff, not enough time to coordinate.
- Bureaucratic and philosophical differences between both programs.
- Communication barriers, lack of understanding of each one's program needs.
- Differing program requirements, outcomes, and mandate interpretations.
- Tremendous amount of required PIC paperwork and client documentation.
- Semester-based voc ed programs cannot easily adapt to JTP training needs.
- Turf issues and perceived "self-serving decision-making" by both agencies.
- Lack of mandated communication and mutual board appointments.
- Insufficient administrative costs to adequate staff coordination/reporting.
- Need to address funding disparity between credit and non-credit JTP clients.

Nearly every vocational education administrator (27 out of 28) identified at least one barrier to full and effective coordination of job training services in their local area. As noted in Table 13.2, among the most frequently mentioned barriers by this respondent group were insufficient funding and staff to adequately address coordination and collaborative administrative activities; the programmatic and philosophical differences between the two Acts; and differing program outcomes, requirements, and mandate interpretations.

When viewed collectively, both SDA and vocational education administrators concur on several important barriers. Among the most important cited by both of these respondent groups are the absolute, differing regulations and requirements of both Acts; the inadequate resources available to adequately address communication and coordination issues; and, real and perceived turf issues.

## 5. CONCLUSIONS:

Nearly 9 in 10 SDAs and 3 in 4 identified vocational education administrators lent their views and ideas on the topic of coordination of job training services and vocational education in California. In nearly two dozen tables, these combined 73 respondents have provided input, observations, and recommendations. While many of the trends of their responses have been made obvious by the tables and other descriptors in this narrative, several overall conclusions demand particular attention and focus.

1. There does appear to be substantial coordination and collaboration at the local level between SDAs and vocational education agencies/representatives. This is validated both from the perspective of the SDA director and independently from the perspective of the vocational education administrator working with SDAs and PICs. Certainly, the intensity and diversity of coordination is somewhat different with each SDA.

2. Both SDA and voc ed respondents believe that much more coordination is warranted and needed at the state level among state agencies such as SJTCC, SCOVE, CDE, and COCCC. Such increased focus on state agency-to-agency collaboration would have a trickle-down beneficial effect on coordination at the local level between SDAs and vocational education representatives.

3. Despite efforts to continually promote the coordination linkage between SDAs and vocational education providers, observers and policymakers must remember that the JTP Act and Carl D. Perkins Act are separate legislation, each with their own goals, clients, and requirements. The very nature of SDA service delivery and the structure of most vocational education public institutions present programmatic challenges. For instance, many SDA directors argue their program clients need access to open entry-open exit training programs, while many public vocational education institutions operate on a fixed semester or quarter basis. The contract payment schedules of some PIC contracts may be different than the preferred contract payment language of some school and community college districts. The 90-day, and now 6-months, follow-up period of JTP-funded clients is a requirement not similarly demanded of vocational education Perkins Act-funded participants in public vocational education institutions. Most PIC-funded training programs have job placement and retention as their goal while many vocational education programs focus on classroom training and program completion/graduation. And so forth.

   Thus, the very nature of the "legitimate differences of these two Acts" may prevent some of the sought after coordination between SDAs and vocational education representatives.

4. Despite a general lack of formal agreements requiring coordination with vocational education representatives at the local level, the vast and overwhelming majority of SDAs do coordinate with vocational education agencies and have vocational education representatives on their PIC boards. Nearly every PIC board has at least one education sector representative and that member generally represents a vocational education program or department.

5. Both SDA and vocational education administrators cite numerous examples of local or regional coordination committees that they report are coordinating services in an increasingly effective manner. This finding seems to address some of the indicated shortcomings in this specific area reported in the 1989 and 1991 biennial reviews.

6. SDAs are contracting frequently with local voc ed agencies, particularly for youth programs in general and SYETP and STEP programs in particular.

7. Some respondents believe that local coordination efforts are evident and strengthening and they may be hampered by the tendency of state agencies to "micro manage" local efforts.

8. SDAs do send meeting notices, RFPs, and general announcements to vocational education agencies, but there is some sentiment that SDA and vocational education agencies need to develop a more formal information-sharing network to promote communication *and* client referrals.

9. While vocational education agencies do participate with many SDAs as contract recipients and service providers, an important number of vocational education representatives indicate their preference to learn more about, and better understand, the entire spectrum of JTP programs and contract opportunities. This is particularly important with the new JTP Amendments that encourage cost reimbursement contracts versus the former performance-based, fixed-cost, unit price contracts.

10. While SDAs clearly feel pressure (both programmatic and policy) to coordinate services with vocational education agencies and include such agency representatives on PIC boards and other SDA activities, a predominant view is that there is no equal corresponding pressure by vocational education entities to similarly and formally include SDA representatives in their program design and delivery.

11. Despite evidence that nearly every reporting SDA involves local vocational education program representatives in coordination and service delivery activities (contracts, training, PIC membership, coordinated planning, etc.) to some extent, there continues to be a sentiment by many observers that vocational education programs are somehow "left out of the SDA loop." This may be because in a typical service delivery area, there is but one SDA and perhaps dozens of vocational education providers. As the SDA works to establish coordination activities with a handful of these vocational education agencies, there will typically remain a large number of vocational education providers not included in such activities. The tendency, therefore, is for them and others to conclude that they -- as an educational class -- are not being included in SDA activities, when such is not the case.

    This issue may call for SDA and the vocational education agencies working with them to do a more extensive and better job informing the educational community of their joint activities and which vocational education agencies have been selected to represent the interests of all such agencies on an SDA by SDA basis.

APPENDIX "A"

# Partial Inventory of Regional Consortia Involving SDAs andVocational Education Agencies for the Purposes of Advancing the Coordination of Job Training Services

# Partial Inventory of Regional Consortia Involving SDAs and Vocational Education Agencies For The Purposes of Advancing the Coordination of Job Training Services

**Name of Consortium:**

***Chamber of Commerce "Executives Council"***

**Name of Participating SDA:**

Shasta PIC

**Names of Participating Voc Ed Agencies:**

ROP, college, high schools, etc.
Combination of school superintendents

**Primary Coordination Activities of This Consortium:**

Coordinate inter-district curricula in work/competency based education.

**Sample Activities Considered Successful by Members:**

Adoption of CERES Model Work based program K-12 in our school district & 15 of 20 schools in county.

**Formally Recognized Organization or Volunteer**

Formal

**How Long in Operation**

Approximately 2 Years

**Number of Members**

Approximately 30

**Name of Consortium:**

***LA County GAIN Services "Work group"***

**Name of Participating SDA:**

Verdugo Consortium

**Names of Participating Voc Ed Agencies:**

LA County Office of Education and all Voc Ed agencies providing GAIN Services.

**Primary Coordination Activities of This Consortium:**

Information and technical assistance provision.
Networking among service providers.

**Sample Activities Considered Successful by Members:**

N/A

**Formally Recognized Organization or Volunteer**

Formal

**How Long in Operation:**

1990

**Number of Members:**

Approximately100 +/-

**Name of Consortium:**

***Nova Youth Consortium***

**Name of Participating SDA:**
Nova

**Names of Participating Voc Ed Agencies:**
Fremont UHSD, Santa Clara Unified HSD, Mt. View/Los Altos Unified HSD

**Primary Coordination Activities of This Consortium:**
Plan and deliver services to target population.

**Sample Activities Considered Successful by Members:**
"Team" effort to address community needs.

**Formally Recognized Organization or Volunteer**
Formal

**How Long in Operation:**
Approximately 8 Years

**Number of Members:**
Approximately 4

**Name of Consortium:**

***West County Workforce Development***

**Name of Participating SDA:**
Contra Costa

**Names of Participating Voc Ed Agencies:**
Community College, ROP, Superintendent of Schools, Richmond USD

**Primary Coordination Activities of This Consortium:**
Employment & Training Assessment

**Sample Activities Considered Successful by Members:**
N/A

**Formally Recognized Organization or Volunteer:**
Volunteer

**How Long in Operation:**
Approximately 1 Year

**Number of Members:**
Approximately 10

**Name of Consortium:**

***Tri-County ROP Steering Committee and Articulation Council***

**Name of Participating SDA:**

North Central Counties Consortium

**Names of Participating Voc Ed Agencies:**

Community Colleges, High School Districts, County Offices of Education, Community College and JTPA/SDA from Colusa, Sutter and Yuba Counties.

**Primary Coordination Activities of This Consortium:**

Provision of training.
LMI sharing.

**Sample Activities Considered Successful by Members:**

On-going, established meetings.

**Formally Recognized Organization or Volunteer:**

Formal

**How Long in Operation:**

Approximately 15 Years

**Number of Members:**

Approximately 20 +

**Name of Consortium:**

***Regional Opportunity Center***

**Name of Participating SDA:**

Monterey County PIC

**Names of Participating Voc Ed Agencies:**

ROP, Junior Colleges, Monterey HSD.

**Primary Coordination Activities of This Consortium:**

Referral of clients to approved training opportunities.

**Sample Activities Considered Successful by Members:**

Bulletin boards for review and approval.

**Formally Recognized Organization or Volunteer:**

Formal

**How Long in Operation:**

Approximately 2 Years

**Number of Members:**

Approximately 10

**Name of Consortium:**

***State College Community, College Voc/Occ Advisory Committee***

**Name of Participating SDA:**

Madera PIC

**Names of Participating Voc Ed Agencies:**

Fresno City College
Reedley Community College & ROP's

**Primary Coordination Activities of This Consortium:**

Quality of training.
Training curriculum.

**Sample Activities Considered Successful by Members:**

Leads Planning

**Formally Recognized Organization or Volunteer:**

Formal

**How Long in Operation:**

N/A

**Number of Members:**

Approximately 25

**Name of Consortium:**

***GAIN Coordinating Council, IEC/JTPA Mtg RE: Workforce California***

**Name of Participating SDA:**

Job Training Network

**Names of Participating Voc Ed Agencies:**

County Schools, Allan Hancock College, Santa Barbara City College, Lompoc Adult School,
Santa Maria School District

**Primary Coordination Activities of This Consortium:**

Coordination of input into agenda.

**Sample Activities Considered Successful by Members:**

Agreement by all to meet regularly to keep all partners informed.

**Formally Recognized Organization or Volunteer:**

Volunteer

**How Long in Operation:**

Approximately 5 Years

**Number of Members:**

Approximately 15

**Name of Consortium:**

***Yolo County Inter-Agency Group***

**Name of Participating SDA:**

Yolo County Community Partnership Agency

**Names of Participating Voc Ed Agencies:**

All school districts.

Yolo County Department of Education.

**Primary Coordination Activities of This Consortium:**

Sponsorship of countywide events: Career Fairs, Career Competitions.
Bring resources together to save clients, students, etc.

**Sample Activities Considered Successful by Members:**

Career Fairs
Voc Ed Fairs

**Formally Recognized Organization or Volunteer:**

Volunteer

**How Long in Operation:**

Approximately 8 Years

**Number of Members:**

Approximately 310

**Name of Consortium**

***Blue Ribbon Committees on Education & Training***

**Name of Participating SDA:**

Stanislaus County PIC

**Names of Participating Voc Ed Agencies:**

Yosemite Community College District, County Superintendent of Schools
Turlock JUHSD, Modesto City Schools

**Primary Coordination Activities of This Consortium:**

Setting funding priorities.
Sharing information about successful programs.

**Sample Activities Considered Successful by Members:**

Sharing ideas about successful programs.

**Formally Recognized Organization or Volunteer:**

Formal

**How Long in Operation:**

Approximately 1 Year

**Number of Members:**

Approximately 15

**Name of Consortium:**

***Oakland Career Center Consortium***

**Name of Participating SDA:**

City of Oakland

**Names of Participating Voc Ed Agencies:**

Oakland USD-Adult & Vocational Education
Peralta CCD
Laney College, Merritt College

**Primary Coordination Activities of This Consortium:**

Bring partners together to staff a one-stop career center.

**Sample Activities Considered Successful by Members:**

Set up a one-stop career center with partnerships to leverage funding source.

**Formally Recognized Organization or Volunteer:**

Formal

**How Long in Operation:**

Approximately 1 Year

**Number of Members:**

Approximately 8

**Name of Consortium:**

***The Vocational Education Connection***

**Name of Participating SDA:**

Employment and Economic Development Department (San Joaquin)

**Names of Participating Voc Ed Agencies:**

San Joaquin Delta College
County Office of Education ROP Office

**Primary Coordination Activities of This Consortium:**

Work group meetings.
Joint grant applications.

**Sample Activities Considered Successful by Members:**

Set up work groups to integrate the PIC's local labor market skills standards into the Voc Ed curricula.

**Formally Recognized Organization or Volunteer:**

Volunteer

**How Long in Operation:**

Approximately 1 Year

**Number of Members:**

Approximately 3

**Name of Consortium:**

***El Camino Community Foundation, SCROC Technology Ed Foundation***

**Name of Participating SDA:**
South Bay SDA

**Names of Participating Voc Ed Agencies:**
Inglewood USD, El Camino College, LAUSD, Inglewood Adult Advisory Board

**Primary Coordination Activities of This Consortium:**
Coordination of SDA's services with needs of area residents.

**Sample Activities Considered Successful by Members:**
Linkages between basic ed skills training & classroom training.

**Formally Recognized Organization or Volunteer:**
Volunteer

**How Long in Operation:**
Approximately 10 Years

**Number of Members:**
Approximately 25

**Name of Consortium:**

***Career & Technical Education Consortium***

**Name of Participating SDA:**
Humboldt County

**Names of Participating Voc Ed Agencies:**
College of the Redwoods, ROP
Adult School

**Primary Coordination Activities of This Consortium:**
N/A

**Sample Activities Considered Successful by Members:**
Career Fairs

**Formally Recognized Organization or Volunteer:**
Volunteer

**How Long in Operation:**
Approximately 2 Years

**Number of Members:**
Approximately 7

**Name of Consortium:**

***Regional Health Occupations***

**Name of Participating SDA:**
Alameda County PIC

**Names of Participating Voc Ed Agencies:**
Chabot - Las Positas Community College District, NAPA Employment & Training

**Primary Coordination Activities of This Consortium:**
Curriculum development & program guidance.

**Sample Activities Considered Successful by Members:**
Joint retraining initiatives for adults.

**Formally Recognized Organization or Volunteer:**
Formal

**How Long in Operation:**
Approximately 5 Years

**Number of Members:**
Approximately 30

**Name of Consortium:**

***West End Alliance (WE ACT)***

**Name of Participating SDA:**
San Bernardino County

**Names of Participating Voc Ed Agencies:**
Chaffey Community College, Claremont USD, Chino USD, Fontana USD, Chaffey Adult School, Upland USD, Baldy View ROP, Chaffey Joint Union High School, West End SELPA

**Primary Coordination Activities of This Consortium:**
Joint funding.
Coordinate delivery of services.

**Sample Activities Considered Successful by Members:**
N/A

**Formally Recognized Organization or Volunteer:**
Volunteer

**How Long in Operation:**
Approximately 2 Years

**Number of Members:**
Approximately 9

**Name of Consortium:**
***Kern County Vocational Education Advisory Council***

**Name of Participating SDA:**
Kern Inyo Mono Consortium

**Names of Participating Voc Ed Agencies:**
Kern HSD, KECD, Kern ROP
Kern County Superintendent of Schools, Bakersfield Adult School

**Primary Coordination Activities of This Consortium:**
Review 2+2 programs.
Recommend uses for McKinney Act funds.

**Sample Activities Considered Successful by Members:**
N/A

**Formally Recognized Organization or Volunteer:**
Formal

**How Long in Operation:**
Approximately 3 Years

**Number of Members:**
Approximately 15

**Name of Consortium:**
***Employment & Training Coordinating Council***

**Name of Participating SDA:**
Marin County Office of Employment & Training

**Names of Participating Voc Ed Agencies:**
College of Marin
Marin County Office of Education

**Primary Coordination Activities of This Consortium:**
Information sharing.
Self-education.

**Sample Activities Considered Successful by Members:**
Annual information-sharing event for staff.

**Formally Recognized Organization or Volunteer:**
Formal

**How Long in Operation:**
Approximately 4 Years

**Number of Members:**
Approximately 32

**Name of Consortium:**
***Imperial Valley Educational Consortium***

**Name of Participating SDA:**
Imperial County

**Names of Participating Voc Ed Agencies:**
Brawley High School
Central High School, Calexico High School

**Primary Coordination Activities of This Consortium:**
Adult Basic Education

**Sample Activities Considered Successful by Members:**
Sharing facilities and instructors.

**Formally Recognized Organization or Volunteer:**
Formal

**How Long in Operation:**
Approximately 4 Years

**Number of Members:**
Approximately 5

**Name of Consortium:**
***Yosemite Tech Prep Consortium***

**Name of Participating SDA:**
Mother Lode Job Training Consortium

**Names of Participating Voc Ed Agencies:**
Yosemite College District (2 campuses)
All high schools within several Union & Unified School Districts.

**Primary Coordination Activities of This Consortium:**
Preparation for school to work transition.

**Sample Activities Considered Successful by Members:**
Knowledge and familiarity of the players and game plans.

**Formally Recognized Organization or Volunteer:**
Formal

**How Long in Operation:**
Approximately 2 Years

**Number of Members:**
Approximately 18

**Name of Consortium:**

***San Francisco PIC***

**Name of Participating SDA:**

Private Industry Council of San Francisco, Inc.

**Names of Participating Voc Ed Agencies:**

CCSF
San Francisco USD

**Primary Coordination Activities of This Consortium:**

All activities of the Private Industry Council of San Francisco.

**Sample Activities Considered Successful by Members:**

N/A

**Formally Recognized Organization or Volunteer:**

Formal

**How Long in Operation:**

Approximately 14 Years

**Number of Members:**

Approximately 30

**Name of Consortium:**

***Sacramento Area Occupational Research Group***

**Name of Participating SDA:**

Sacramento Employment & Training Agency

**Names of Participating Voc Ed Agencies:**

ROP, Community College

**Primary Coordination Activities of This Consortium:**

Coordination of recruitment, assessment, case management services. Coordination of labor market occupational information.

**Sample Activities Considered Successful by Members:**

Coordination of intake assessment procedures to reduce paperwork.

**Formally Recognized Organization or Volunteer:**

Volunteer

**How Long in Operation:**

Approximately 4 Years

**Number of Members:**

Approximately 11

**Name of Consortium:**

***Solano County Local Education Agency Consortium***

**Name of Participating SDA:**
Private Industry Council of Solano County

**Names of Participating Voc Ed Agencies:**
N/A

**Primary Coordination Activities of This Consortium:**
Mutual referral of clients.
Determining countywide service plans.

**Sample Activities Considered Successful by Members:**
Coordination of delivery of services to GAIN clients.

**Formally Recognized Organization or Volunteer:**
N/A

**How Long in Operation:**
N/A

**Number of Members:**
N/A

**Name of Consortium:**

***Riverside Alliance of Youth***

**Name of Participating SDA:**
Riverside County PIC Job Training

**Names of Participating Voc Ed Agencies:**
Riverside USD, Alvord USD, County Office of Education, Riverside Community College, University of California, Riverside

**Primary Coordination Activities of This Consortium:**
Development of services by multiple agencies. Sharing information on available services.

**Sample Activities Considered Successful by Members:**
Development of a youth service corporation.

**Formally Recognized Organization or Volunteer:**
Formal

**How Long in Operation:**
Approximately 1 Year

**Number of Members:**
N/A